**K-5 ELA Lesson Plan**

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| **Teacher: Green, Dye, Lemonds, Everts, Douglas** | | **Grade: K** | | | **Date(s)**: Wednesday, 8-29-12 |
| **Unit Title:**  I Am a Storyteller | | | **Corresponding Unit Task:**  **Take 1-Turn and Talk**  **Task 2-Authors Sign Their Names**  **Task 3-Books Have Different Parts**  **Task 4-I Am a Storyteller** | | |
| **Essential Question(s):**  What are the different parts of the book?  What rules do I follow when sharing ideas? How do good readers retell a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:** The Kissing Hand by Audrey Penn, *author, illustrator, character* word cards, story map on chart paper, pictures of characters from story, student name cards (to glue beans to), color word cards, Keynote w/Colors, Good Listener anchor chart  **Student:** The Kissing Hand drawing paper, beans, glue, “I Like” book page 2 | | | | front, back, cover, author, illustrator, character, color words | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading/Speaking and Listening**  **Standards:**  **RL.K.10-**Actively engage in reading activities with purpose and understanding.  **SL.K.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **RI.K.5**-Identify the front cover, back cover, and title page of a book.  **RL.K.2**-With prompting and support, retell familiar stories including key details.  **RL.K.6**-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **RL.K.3**-With prompting and support, identify characters, settings, and major events in the story.  **I Can Statement(s):**  I can name a character from a story.  **Instructional Plan:**  **Modeled:** Teacher will identify the cover, front, and back of the book The Kissing Hand. Teacher will identify the author of the book and review the meaning of the vocabulary word-*author*. Teacher introduces students to the meaning of the vocabulary word-*illustrator*. Teacher will review the class rule for listening when other students or teacher is sharing. Teacher will set the purpose for reading: Identify the characters in a story. The word *character* (who is the story about) will be defined. Teacher will read book aloud. Teacher will identify the two characters, and discuss how she knows these are characters.  **Shared:** Students will be selected to identify and place the characters on the chart paper with a story map (which will be filled in throughout the week).  **Guided Practice:** Turn to your partner and tell them the characters’ names from the story.  **Independent:** Students will draw the two main characters from the story. (see extension) | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.K.2-**Use a combination of drawing, dictating, writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.  **I Can Statement(s): ):** I can identify and write my name.  **Instructional Plan:**  **Modeled/Shared:** Teacher will set all name cards spread out in the center of the circle. Teacher will think aloud how to find her name amongst the other names. (i.e. *Well, the first letter in my name is…).* Then, show students how I take my name card and glue beans to each letter.  **Guided Practice:** Students will find their name in the center of the circle. Students will be asked to share how they found their name.  **Independent:** Students will glue the beans to their name card, followed by a share out for additional listening and speaking practice. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:** L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.  **I Can Statement(s):** I can match color words with their color.  **Instructional Plan:**  **Modeled/Shared:** Teacher will introduce colors NOT used on the behavior management chart. She will hold up an index card with the color word written in that color. The teacher will read the word and then have the students echo read it. Teacher will hold up an index card with the color word written in that color, and match it to an object in a the Colors Keynote.  **Guided Practice:** The class will participate in an I Spy game using the color words introduced today.  **Independent:** Students will complete the first page of their “I like” book (to be used for Task 4). *I am \_\_\_\_\_\_\_.* *I also like \_\_\_\_\_\_\_\_.* Students draw a picture associated with the color. | | | | |
| **Closing/Summarizing Strategy** | Have the class practice thumbs up/thumbs down as you tell what a good listener does, a good speaker does, or what a good writer/drawer does. (Add to good listeners/good speakers anchor chart) Spotlight exemplary writing from the color words activity. Students can be called up to share their pictures, and the teacher will use this as a time to point out students modeling the speaking and listening practices discussed during today’s lessons. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| -Students will write the characters’ names on The Kissing Hand drawing.  -Students will add the first letter of their last name to their bean creation. | | TA will call students back to their table to review the characters using the book.  -TA will call students to aid in gluing the beans to their names. | | | -Use picture cards to help students identify characters.  -Students will complete the bean creation fro the first letter of their name. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  **Assessment(s):** Use the students’ daily writing to monitor how they correctly write their names and letters. Students can also be observed being good listeners and speakers. Teacher will monitor students’ drawings and identification of the main characters. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher: Green, Dye, Lemonds, Everts, Douglas** | | **Grade:K** | | | **Date(**Thursday, 8-30-12**s)**: |
| **Unit Title: I Am a Storyteller** | | | **Corresponding Unit Task:**  **Take 1-Turn and Talk**  **Task 2-Authors Sign Their Names**  **Task 3-Books Have Different Parts**  **Task 4-I Am a Storyteller** | | |
| **Essential Question(s):**  What are the different parts of the book?  What rules do I follow when sharing ideas? How do good readers retell a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:** The Kissing Hand by Audrey Penn, story map on chart paper, picture of setting from the story, laminated student names for tracing, alphabet line, red and blue Expo marker, color word cards, behavior chart for reference, Good Listener/Good Speaker anchor chart  **Student:** The Kissing Hand drawing paper (from the day before), dry erase markers, red and blue crayons, “I Like” page | | | | front, back, cover, author, illustrator, setting, color words | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading/Speaking and Listening**  **Standards:**  **RL.K.10-**Actively engage in reading activities with purpose and understanding.  **SL.K.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **RI.K.5**-Identify the front cover, back cover, and title page of a book.  **RL.K.2**-With prompting and support, retell familiar stories including key details.  **RL.K.6**-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **RL.K.3**-With prompting and support, identify characters, settings, and major events in the story.  **I Can Statement(s)**  I can identify the setting from the story.  **Instructional Plan:**  **Modeled:** Teacher will review the cover, front, and back of the book The Kissing Hand. Teacher will review the author of the book and review the meaning of the vocabulary words-*author & illustrator*. Teacher introduces students to the meaning of the vocabulary word-*illustrator*. Teacher will review the class rule for listening when other students or teacher is sharing. Teacher will set the purpose for reading: Identify the setting of the story. The word *setting* (where the story takes place) will be defined. Teacher will take a picture walk, thinking aloud as she looks at the pictures to identify the setting. Teacher will identify the setting, and discuss how she knows it’s the setting based textual evidence.  **Shared:** Students will be selected to identify and place the setting on the chart paper with a story map (which will be filled in throughout the week).  **Guided Practice:** Turn to your partner and tell them the setting from the story and how they know. Students MUST support their responses.  **Independent:** The Kissing Hand drawing from yesterday will be returned to the students. The students will add in the setting to their story. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  **W.K.2-**Use a combination of drawing, dictating, writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.  **I Can Statement(s):**  I can identify and write my name.  **Instructional Plan:**  **Modeled:** Teacher will explicitly point out the uppercase and lowercase letters on the alphabet line. The teacher will model writing their name on the board in black ink. Then, below it she will model how to use a blue maker to write the capital letter in her name. Then, use a red marker to write the lowercase letters.  **Shared:** Students will be selected to come to the board and write their name, writing the uppercase letter in one color and lowercase in another. (If no student is able to write their name independently, the teacher will dot the students’ name to trace on the board).  **Guided Practice:** Students use name card to trace their name. Students will circle the capital letter in their name.  **Independent:** Students will practice writing their name using a capital letter in red at the lowercase letters in blue on unlined paper. (Use this as a time to see which students can differentiate between red and blue). | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:**  L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.  **I Can Statement(s):**  I can match color words with their color.  **Instructional Plan:**  **Modeled/Shared:** Teacher will introduce colors used on the behavior management chart. Teacher will hold up an index card with the color word written in that color. Teacher will read the word and then have the students echo read it. Teacher will identify the color on their behavior management chart and clip the color word card to that area.  **Guided Practice:** The class will participate in an I Spy game using color words.  **Independent:** Students will complete the first page of their “I like” book (to be used for Task 4). *I am \_\_\_\_\_\_\_.* *I like \_\_\_\_\_\_\_\_.* Students draw a picture associated with the color. | | | | |
| **Closing/Summarizing Strategy** | Have the class practice thumbs up/thumbs down as you tell what a good listener does, a good speaker does, or what a good writer/drawer does. (Continue good listener/good speaker anchor chart). Spotlight exemplary writing from the color words activity. Students can be called up to share their pictures, and the teacher will use this as a time to point out students modeling the speaking and listening practices discussed during today’s lessons. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will write the setting on The Kissing Hand drawing.  -Students will use the same procedure for writing uppercase and lowercase letters in their first and last names | | -TA will call students back to their table to review the setting using the book.  -TA will pull students who cannot identify the uppercase letter in their name to practice | | | Use picture cards to help students identify the setting. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use the students’ daily writing to monitor how they correctly write their names and letters. Monitor students’ ability to identify uppercase and lowercase letters in their name. Students can also be observed being good listeners and speakers. Teacher will monitor students’ drawings and identification of the setting. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher: Green, Dye, Lemonds, Everts, Douglas** | | **Grade:K** | | | **Date(s)**:  Friday, 8-31-12 |
| **Unit Title: I Am a Story Teller** | | | **Corresponding Unit Task:**  **Take 1-Turn and Talk**  **Task 2-Authors Sign Their Names**  **Task 3-Books Have Different Parts**  **Task 4-I Am a Storyteller** | | |
| **Essential Question(s):**  What are the different parts of the book?  What rules do I follow when sharing ideas? How do good readers retell a story? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher:** The Kissing Hand by Audrey Penn, story map on chart paper (from previous days), Colors Keynote, student names on sentence strips, color word cards, *author, illustrator, character, setting, detail* word cards, objects of each primary color, fly swatter (2), Mary Wore Her Red Dress and Henry Wore His Green Sneakers by Merle Peek  **Student:** The Kissing Hand drawing paper (from the day before), fruit color sheet, scissors, glue, crayons, construction paper, “I like” paper (with fruit) | | | | front, back, cover, author, illustrator, setting, character, detail, color words | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading/ Speaking/Listening**  **Standards:**  **RL.K.10-**Actively engage in reading activities with purpose and understanding.  **SL.K.1**-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **RI.K.5**-Identify the front cover, back cover, and title page of a book.  **RL.K.2**-With prompting and support, retell familiar stories including key details.  **RL.K.6**-With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **RL.K.3**-With prompting and support, identify characters, settings, and major events in the story.  **I Can Statement(s):**  I can retell one detail from the story.  **Instructional Plan:**  **Modeled:** Teacher will review the cover, front, and back of the book The Kissing Hand. Teacher will review the author of the book and review the meaning of the vocabulary words-*author & illustrator*. Teacher will review the class rule for listening when other students or teacher is sharing. Teacher will set the purpose for reading: Identify a detail from the story. The word *detail* (a part of the story) will be defined. Teacher will select one detail from the story to model how to retell a particular part of the story.  **Shared:** Teacher will choose one or two students to come up and retell another detail from the story. The detail will be drawn by the students on the chart paper story map. Teacher will write what the student dictates as their detail.  **Guided Practice:** Students will turn to a partner and share their favorite detail from the story.  **Independent:** The Kissing Hand drawing from yesterday will be returned to the students. The students will add in their detail from the story. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:**  **W.K.2-**Use a combination of drawing, dictating, writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.  **I Can Statement(s):**  I can identify and write my name.  **Instructional Plan:**  **Modeled/Shared:** Teacher will set all name cards spread out in the center of the circle. Teacher will review how to find her name amongst the other names. (i.e. *Well, the first letter in my name is…).* Then, show students how I take my name card, cut it up, scramble it, and put it back together in order. Teacher will model how to check and then glue down on paper, followed by writing my name.  **Guided Practice:** Students will find their name in the center of the circle. Students will be asked to share how they found their name.  **Independent:** Students will return to their seat to cut, scramble, and paste their name back together. Students will write their name underneath the pasted together name. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:**  L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.  **I Can Statement(s):**  I can match color words with their color.  **Instructional Plan:**  **Modeled/Shared:** Teacher will review each color word using the Colors Keynote. Then, the teacher will begin the read aloud of Mary Wore Her Red Dress and Henry Wore His Green Sneakers by Merle Peek. While reading, students will be called up to point to other colors represented on each page of the story.  **Guided Practice:** Under the doc camera, the teacher will display several objects of different colors. The students will be divided into 2 teams. The teacher will flash a color word (written in black), each student will have a fly swatter and run up to the board to swat the matching object.  **Independent:** Students will complete the first page of their “I like” book (to be used for Task 4). *I am \_\_\_\_\_\_\_.* *I like \_\_(color)\_\_\_ \_\_\_(fruit)\_\_\_.* Students color the fruit selected and write the words. | | | | |
| **Closing/Summarizing Strategy** | Have the class practice thumbs up/thumbs down as you tell what a good listener does, a good speaker does, or what a good writer/drawer does. Review Good Speaker/Good Listener anchor chart. Spotlight exemplary writing from cut and paste name activity. Students can be called up to share their names and the teacher will use this as a time to point out students modeling the speaking and listening practices discussed during today’s lessons. Students’ names will be added to the word wall. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| -Students will write a setting to go with their The Kissing Hand picture.  -Students will also write their last names.  -Students will be able to add a second sentence using another fruit. | | -TA will call students back to their table to review details using the book.  -Students will practice tracing their name several times before writing it beneath the cut and pasted name.  -Students will trace their name or color word. | | | -Students will chant their name.  -TA reviews color words with students (echo reading). |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Use the students’ daily writing to monitor how they correctly write their names and letters. Students can also be observed being good listeners and speakers. Teacher will monitor students’ drawings and identification of important details. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*